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Feds toy with transfer payments

by Anna Asimakopulos

In the federal government's upcoming budget, previously proposed cuts to transfer payments earmarked for education will be implemented.

According to Barbara Donaldson of the Canadian Federation of Students (CFS), the quality of post-secondary education is threatened by the funding cuts.

With the transfer payments at the level they are now, there has already been a decrease in quality of post secondary education. Yearly increases in transfer payments are limited by Bill C4, which was passed by parliament in 1984. This limitation means that an estimated \$280 million will be lost in 1985-86.

While the federal government claims that the provincial governments are not contributing enough, the provinces maintain that the federal government contributes only 43 per cent of the costs for health care and post-secondary education.

Meanwhile, the quality of education which students are currently receiving has already dropped.

"Seminars now have up to 50 or 60 students," said Donaldson. As well, "equipment and research facilities are outdated and libraries don't have the money to buy new books," she said.

Universities are beginning to charge incidental fees, such as McGill's \$100 'photocopying charge' and the University of Waterloo's \$100 computer charge.

Since 1982, the number of international students has dropped with the implementation of differential fees in all but three provinces. Some students are paying up to \$7,000. "This results in discrimination against students from poorer countries who could most benefit," said Donaldson.

It is estimated that visa students contribute \$400 million to the Canadian economy. "Making money off the backs of foreign students is shameful," said Donaldson.

"The CFS has demanded that the government revoke these laws," she added.

Rising tuition fees and inadequate student assistance have resulted in a decrease in accessibility to post-secondary education.

"Tuition fees are rapidly rising and students are graduating with debt loads of ten to twenty thousand dollars for a simple bachelors degree," she said.

In July 1985, 14.4 per cent of returning students were

comment

University woes

Last month, the Conseil des Universités called for tuition fees in Québec be doubled. If implemented, this would mark the first tuition fee increase in 20 years.

Across Canada, university students have been confronted with tuition fee increases, overcrowded classrooms, declining post-graduate opportunities, high unemployment, cutbacks in loans and bursaries, and the like.

Meanwhile, the quality of education has, if not lowered, then changed. Declining budgets have forced not only cutbacks and programme cuts at universities, but it has also forced us to appeal to the desires of corporate sponsors.

Similarly, professors have had to face more money-conscious governments. In order to save their academic careers, professors, especially those in the physical sciences, are reduced to a dependency on corporate and military grants. As money for pure research and humanities dwindles, the university increasingly resembles a job training centre (not the Royal Institution for the advancement of learning it claims to be).

As students, we are caught in the economic crunch as well. Many would like to try more varied subjects, but feel they can only afford to enrol in career-oriented programmes. In this we follow the francophone universities, with their overwhelming emphasis on technical and business training. Among the Québécois this can be understood as making up for the decades they were shut out of business. But the new priorities of McGill students indicate a shift in political tides.

The attitudes of students have changed considerably over the last twenty years. Where once we were one of the most active, progressive segments of society, students have become amongst the most passive. Where once we were outward-looking and

issue-oriented, now we talk about shopping and watching videos. We have substituted information for ideas, and technique for imagination.

We studiously focus on our courses, blind to the fact that our higher education is training us to use new technology, rather than our minds. A level of apathy permeates the campus, paralyzing student politics. Most students are not even willing to fight for their most basic interests — like tuition rates — much less take on the responsibility of volunteering for the student positions on Senate committees.

Twenty years ago, students fought for representation in the administration of this university. They struggled to have a say in their own education. Today, students have some of the official representation other students fought for, yet they appear to have forgotten why they needed it.

Students could be using their positions on committees and boards to lobby for more accessibility, more services for the handicapped, better daycare, loan and bursary reform, lower transit rates for students, better academic services (eg. larger and more efficient libraries), better student housing, and overall more efficient use of university funds.

The change is less surprising given the economic times, but the consequences for education are enormous.

In 1966-67, tuition fees were frozen in Québec. Ten years ago the Parti Québécois promised us free education. Three months ago the Liberals promised to keep tuition frozen until 1990. The obvious question is when they will be increased, and by how much.

Over the last six years government funding of universities has fallen by over 30 per cent. Provincial funding of universities has been cut so drastically that many students are willing to accept tuition fee hikes in the hope of increasing the standard of education.

Instead of lobbying the government for grant in-

continued on page 4

Grad students flee B.C.

Vancouver (CUP)

This September, Susan Armstrong, an agriculture grad student at the university of British Columbia, found herself studying fish genetics under a cattle specialist, being robbed for tuition fees, and working almost 20 hours a week as a teaching assistant just to stay in B.C.

It didn't take her long to realize she was crazy. By January, she had packed her bags, left her lover, and headed for Guelph to study under a top notch beef geneticist, with lots of research money. She isn't studying her chosen topic, but at least she can offer the time to do research.

B.C.'s universities are desperate. Any more cuts and their academic credibility is out the window and even a spectacular mountain panorama won't be able to keep scholars in the province.

Grad students are feeling the pinch particularly hard. With the highest graduate tuition fees in Canada, many are going elsewhere and many others would if the universities would allow them to transfer.

UBC's graduate enrolment is down almost 15 per cent this year according to the Graduate Students' Society.

Since 1981-82, tuition fees have gone up 118 per cent at UBC but TA wages have only increased six per cent. Wages have been frozen since 1982-83. As well, teaching assistant jobs are being spread more thinly now, so there are fewer full assistantships and more three to six hour a week shifts. And grad students do not qualify for provincial loans.

An exodus of staff is now even more possible, because UBC faculty have just agreed to relinquish their tenure during periods of financial duress.

"Morale is quite bad among faculty," said Phil Bennett, UBC Graduate Students' Society president. "In a lot of the professional programmes where there are industrial jobs such as computer science or business, a lot of them are leaving."

Universities are doing something to slow the departures at the UBC. Tuition for next year's grad students will be decreased by almost six per cent from \$1800 to \$1700 to lure students in.

"They are obviously feeling desperate. They wouldn't lower fees if they were not feeling it," said Bennett. Second and third year students fees will increase four per cent each.

Ontario universities unite

Toronto (CUP)

In their most direct public relations campaign ever, Ontario's 16 universities will take their funding plea straight to the people at the end of the month.

Four person teams of university presidents and academics will tour university cities in the province to publicize a lack of money and to hear about the problems underfunding is causing each school.

The campaign, organized by the Council of Ontario Universities (COU), is aimed at increasing the weight universities carry when the provincial cabinet sits down to draft a budget.

"We're hoping to show the government there is interest (in post-secondary education) out there," said COU chair and Brock University president Alan Earp.

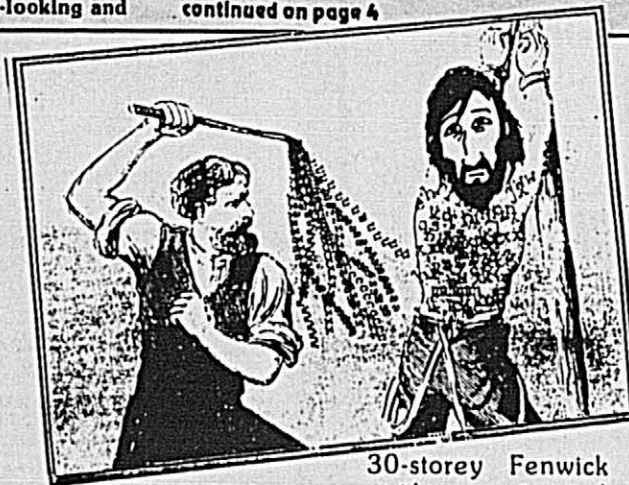
Part of the campaign will attempt to show Ontarians that universities have been financially harder hit than school boards and hospitals, which tend to receive more press.

According to the COU, per-pupil school funding increased by 38 per cent and per patient hospital funding went up 45 per cent over ten years. At the same time, per student allocations for universities fell by 18 per cent, and the universities' share of the provincial budget declined 27 per cent.

"We are a lower priority than we were," said Earp.

The teams — usually two to three presidents and one to two academic staff — will hit every university city except Thunder Bay.

The day-long tours will take place during the weeks of Feb. 24 and March 3.



Nova Scotia students protest

Halifax (CUP)

It was the city's biggest demonstration in five years. About 2500 university students marched through downtown Halifax last Thursday to protest a provincial royal commission report which recommends doubling their tuition fees.

The students, from Dalhousie, Mount St. Vincent and St. Mary's Universities, King's College and the Nova Scotia College of Art and Design, screamed, cheered and danced on the two km march from Dalhousie to Province House, the provincial legislature.

The Student Union of Nova Scotia organized the demonstration, plastering all five campuses with posters, reading "Something's goin' wrong, Tom" and "Don't let them double your tuition." Barb Donaldson, chair of the Canadian Federation of Students joined the students in knocking-on every-door of the

30-storey Fenwick student residence, urging students to join the protest.

"I can't believe that in Nova Scotia, where they pay the highest fees in the country, that they would double tuition there," Donaldson said.

Two days before the march, Conservative Nova Scotia premier John Buchanan announced in a press release the government would not increase tuition fees 50 per cent, because tuition fees are up to the individual school.

Donaldson laughed off the release. "The fact that the provincial government sets the operating budget means they effectively set the fees universities must charge," she said.

"(But) I was pleased to see the provincial government was so afraid of us as to have to release this communiqué," said Donaldson. "They were trying to take the wind out of our sails. It actually increased our media attention."

On the day of the march, the provincial cabinet was meeting in Shelburne, N.S., about 150 km from Halifax, in preparation for a throne speech at the end of February. Students hope the march will influence statements about education in the speech from the throne.

International TERRORISM Seminars

The student associations of Concordia and McGill Universities, in celebration of the International Year of Peace, present a series of three seminars dealing with terrorism

**Monday, Feb. 24: Can terror be eliminated
— curing the disease —**

Investigating paths for successful solutions to terrorism

**Monday, March 3: Can terror be controlled?
— treating the symptoms —**

Professionals discuss the role of intelligence, international law and international cooperation in combatting terrorism

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continued from page 3
creases, the administration and many students, are asking for their tuition fees to be increased.

Many groups are trying to pressure Québec students into accepting a tuition increase, simply because they have the lowest tuition rates in Canada. But before this entire financial burden is dropped on students' shoulders, perhaps the actions of the government should be more closely examined.

Universities receive 3.4 per cent of the provincial budget. This year, cutbacks to universities represented 10 per cent of all government cuts.

In other words, university cuts were three times higher than the average budget cut. This is grossly unfair. While budget items such as business subsidies increase, or at least match inflation, we are deemed expendable. Why is education of lower importance now?

Students have not presented a unified, powerful voice to government. We have 'wimped-out' of all confrontation. Our 'leaders' are suffering from the delusion that we have anything other than our numbers to bargain with.

There was a time when university administrators were pitiable, barricaded themselves into their offices to avoid angry students. We had some idea of how to use our numbers — computers were trashed at Concordia, the police were called to quell McGill students... Now we have not the will to oppose our Administration when they break the spirit of a provincial law by gouging a \$100 fee out of us under the most transparent pretenses.

Were students to get angry about such an issue, even out of simple self-interest, we might become a little more active. We might decide to get together and ask the Principal, the VP Finance and the Dean of Students some hard questions at Wednesday's Senate meeting. We might demand they justify their actions to students, or even that they act in our interests.

events

Today

South Africa Committee: Babb Alert!!! All students interested in letting Babb know we disapprove, and in protesting CFCF 12's S.A.A. advertising — Join us! 16h30, Union foyer.

McGill Student Pugwash: "Understanding Peace and Security Through Cognitive Science" A discussion with Frazer Homer-Dixon, post-graduate researcher at M.I.T. Info: 286-1019.

McGill Entrepreneur's Club: Seminar on How to Start Your Own Business. Tickets on sale 11h00-14h00, Feb. 24, 25 in Bronfman and Feb. 26, 27 in McConnell. Info.: 364-7260, 392-5110.

Tuesday

Arab Students' Association: Film: *Gaza Ghetto: Portrait of a Palestinian Family* presented by co-director Joan Mandell. Feb. 25, 19h30 Rutherford Physics Bldg. Info: 937-3844.

Central America Group: General meeting Feb. 25, 16h30, Union 404. **Newman Centre:** Around the fireplace conversation & hot chocolate (free!) at noon with McGill chaplains Rev. Helmut Saabas and Rev. Fr. Andreas Desypris at 3484 Peel. Bring your lunch. Info 392-5890.

McGILL ARTS & SCIENCE UNDERGRADUATE SOCIETY

ELECTIONS

Nominations are being called for all positions on the Arts and Science Executive Council for the year 1986-87. Nomination forms are available at the Arts and Science Undergraduate Society Office in the Stephen Leacock Bldg., Room 319. The following positions are open:

PRESIDENT
VICE PRESIDENT (FINANCE)
VICE PRESIDENT (ARTS)
VICE PRESIDENT (SCIENCE)
SECRETARY
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ARTS REPRESENTATIVE (2)
SCIENCE REPRESENTATIVE (2)

Nominations close Friday, March 7, 1986 at 5:00 pm

CHRISTINE WHITEHEAD
CHIEF RETURNING OFFICER

Foreign students' difficulties

by Mike Gordon

While Québec universities lure foreign students with promises of an open and accessible university education, the Québec government's immigration policy is making studying in the province an unattainable goal for many international students.

On the one hand, Québec offers some of the best educational facilities in Canada and with the lowest tuition for Canadian students. However, the exorbitant costs facing foreign students coming to study in Québec subjects them to an 'economic Darwinism,' a survival of the economically fittest.

Québec universities have no official quota on the number of foreign students they admit. But, as regular loans and bursaries are not available to international students this effectively limits international participation.

University tuition in Québec is set unilaterally by the provincial government. McGill and Concordia universities are restricted

to charging Canadian students a tuition of \$19 per credit, or \$600 for a full 30-credit program for one year. However, for students without Canadian or landed immigrant status — namely, international students — the fee increases to \$193 per credit, or \$5800 a year. At McGill, international students returning to the same programme the following year pay somewhat less at \$145 per credit or \$4350 a year.

These differential fees are the first of the obstacles preventing many foreign students from studying in Québec.

Odette Garon is responsible for student information at the Québec Immigration office in Montréal. Garon explains that there are several requirements a foreign applicant must meet before being granted status as a student in Québec.

"Firstly, we (Immigration Québec) must have proof that the applicant has registered in a university. Then the student must provide some guarantee of their financial security. This can

be a letter from her/his bank, including the account number and balance, or a letter from the person who is financially responsible for their costs while in university," she said.

As well, the only foreign students exempt from the differential fees are those from countries where French is the predominant language. This is intended to encourage francophones from other countries to study in Québec.

High differential fees and student visas which restrict foreign students from working in Canada, limit access to those who can afford it. Students who aren't independently wealthy, whose parents or home countries do not provide financial support, or those not funded by the university to which they are accepted, are discriminated against.

Foreign student adviser at Concordia University, Fred Francis deals with this and the many other personal, legal, or academic difficulties interna-

tional students may encounter while studying at Concordia may have.

"Primarily, the problem is with funding, or in the case of differential fees, financing. Differential fees place a tremendous financial burden on foreign students. Not only do they have to pay high differential fees, but they encounter high living expenses as well," said Francis.

"Or, for instance, if a student is from Venezuela, and the dollar there has collapsed, then they are faced with a potentially disastrous situation," he added.

Francis contends that the rates vary from the "sublime to the ridiculous." He cited the case of one graduate student who was accepted by his faculty, but refused by the university administration. Apparently, Québec Immigration told the student that in addition to \$6,000 tuition for one year, he would have to guarantee he could afford another \$18,000 in expenses, making the total cost of his study in Québec \$24,000.

Added Francis, "Faculty members here suspect that it (threat of exorbitant costs) is being used to effectively discourage students from third world countries. There is no high commission or embassy where rules are consistent. They are done by whim and, often, with dated information."

Francis suggests an outside agency, such as the Canadian Bureau for International Immigration, could supply the government with properly updated information.

Francis points out that many foreign students are ill-informed of their rights, and the full extent to which the government has authority over their student-visa status. "If your visa expires, the government could find reasons not to renew it. As well, some students are bullied by lawyers and threatened with deportation. While you are here, you have certain inalienable rights under the Québec Charter, but many international students don't know it." Francis is trying to change this problem by holding seminars on international students and their rights, which, "despite poor attendance, will continue."

According to McGill foreign student adviser Lawrence Lang, there are "approximately 2,000 foreign students (not including 300 in Continuing Education) at McGill." He also estimates, based on a figure from two years ago, that "there are approximately 6500 to 7000 foreign students in Québec."

"McGill has lost between 700 to 800 students in the last six or seven years. Some of the reasons include currency that has devaluated, and the fact that fees have gone up. But when you estimate the cost for an international student's three year undergraduate degree, including living expenses, at about 35 or 40 thousand dollars, it isn't surprising," said Lang.

Diedra Henderson, is an international student at Concordia. "I'm from the U.S., but I'm on an exchange from the University of North Dakota. I pay my tuition (\$585 U.S. per term) there, so I get around the differential fees. However, I still had to pay the \$985 mandatory medical insurance at the beginning of the year."

"In a sense it is more expensive for me to live here because the cost of living is higher. Food, rent, and daycare are all higher, but my grants and scholarship aren't. Also, I'm not legally allowed to work here, so I'm stuck waiting for the money I get from the University in the States."

"As well, some countries are putting tighter restrictions on the transfer of funds. Someone I know from Kenya is having similar problems. Kenyan currency isn't worth anything outside of the country, so his father has to pay U.S. funds. As U.S.

continued on page 9

Adrenalin and the student

by Randy Fisher

Exams. The final frontier. These are the trials and tribulations of thousands of students, whose yearly mission is to seek out their dreams, ambitions, and good marks, to boldly go where generations have gone before.

"To calm me down before an exam, I usually have a brandy, except it doesn't work too well," said a U2 Philosophy student. "I don't know how to play the game."

And what a game it is. Stress, as defined by the late Hans Selye, in his book "Stress Without Distress" is the common results of exposure to any stimulus, the rate of wear and tear in the body. Distress is simply harmful or unpleasant stress.

To be certain, adrenalin secretion enhances productivity, aids concentration and awareness in diverse activities, such as hand gliding, marathon running and examination. However, if the amount of stress is overwhelming, it becomes distress and is likely to promote a pathological effect on the body, animal or human.

According to a 1983 Time Magazine report, "stress is a major contributor to ordinary heart disease, liver ailments, cancer, accidental injuries, cirrhosis of the liver, and suicide; six of the leading causes of death in the U.S." Indeed, it was found in an Australian study on behavior, that eight weeks after the loss of a spouse, widows and widowers have diminished immune responses, and widows die at rate three to thirteen times as high as married women for every known major cause of death.

Exam stress (distress) manifests itself in a variety of psychological and physiological ways. "Mental blocks, self-doubt, excessive

perspiration and a thobbing heart are but a few of the symptoms associated with being evaluated," says Cheryl Zink, an intern at McGill's Counselling Centre in the Faculty of Education.

High expectations, both external and internal, lead to an escalation of tension, resulting in lowered performance and achievement. A self-perpetuating cycle develops and negative self-image and failure hound the exam taker.

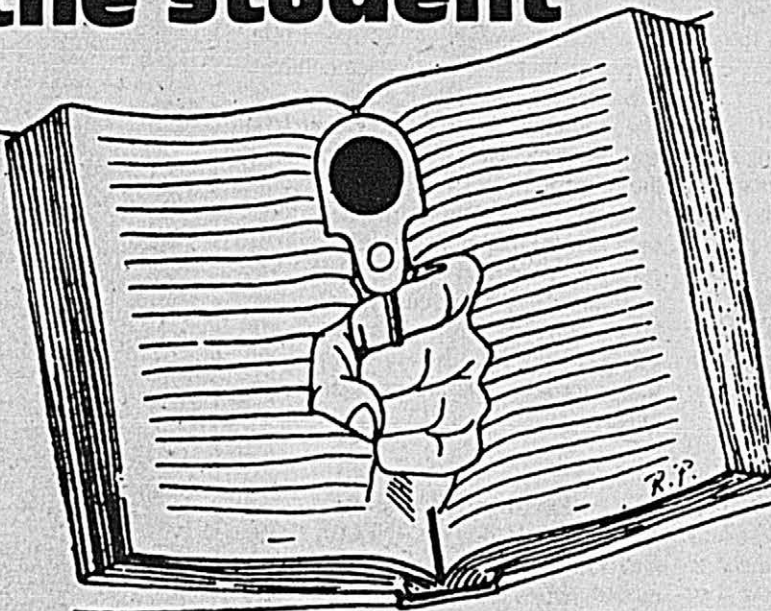
Ruth Mencow, an academic counsellor, co-ordinates McGill's Test Anxiety Groups. At present there are two groups of eight to ten individuals involved who discuss different ways of dealing with stress. "It's more socially acceptable for women to experience the panic than men," said Mencow. "Men who really need the group are staying away."

"Although final exams are institutionalized, they nevertheless constitute a situation in which one is being judged; the outcome of which will determine who gets a job or into a professional school," Mencow says. Competition is keen, and the stress can be overpowering.

Often overlooked, oral exams may be particularly stressful. "It's really intimidating. The professors ask you general questions and don't give you time to think," said a graduate student in history. "I looked towards the window and felt like jumping out."

Geography professor Audrey Kobayasky says that "responding to an oral examination is a skill that needs to be developed. We should have more oral presentations to prepare people to present ideas in public, beginning at the MA level."

"Exam stress rarely happens. I don't deal with it. People have to



adapt," said Economics professor, Chris Green.

Other professors, however, have indicated the willingness to help students overcome by stress. "The greatest indication of stress is when students (especially in U1) come for help. But often it (the stress itself) inhibits people from coming forward," says Kobayasky.

Good planning and preparation are essential features in lessening test anxiety. Mencow also advocates active relaxation and the use of coping statements and positive imagery. "We try to develop students' imagining themselves handling a situation well — not poorly. That breeds confidence."

In an excellent book on exam stress, "Making The Grade" by Patrick Grassick, many key strategies and tactics are explained. Among them:

- start preparing for the exam early
- practice the skills you have to demonstrate on the exam
- safeguard your physical and emotional well-being
- survey the test before you start

and budget your time

- write something down for every question
- review your exam and use all your time

The common denominator is the development of good study habits. The earlier one starts, the more prepared one will be. All-nighters are out, and cramming is beneficial only as an intensive review, not as a crash course of learning the material for the first time. As well, "goofing off" should be taken seriously.

"A good break is defined as something you do, at the end of which time you feel re-energized to go back to worry," says Mencow.

Finally, not all students feel traumatized by exam stress. "I'm not a nervous, preppy student who will shoot myself if I don't get into law school. I'm confident, and am here to learn something and enrich myself," says a U2 Political Sciences student.

"There's more to McGill than marks and exams. People should slow down and smell the flowers," he said.

Québec student movement in disarray

by Anna Asimakopulos

For the past few years, Québec's student movement has been marked by bitter political divisions between the major student groups.

McGill currently belongs to neither of the two major groups, ANEQ (Association nationale des étudiants(es) du Québec) and RAEU (Regroupement des associations étudiantes universitaires du Québec). But this year, due to a successful lobbying effort by RAEU, McGill, under the auspices of the MSS VP External Luc Joli-Coeur has been forging closer ties with RAEU.

RAEU

RAEU was originally the university caucus of ANEQ. The two groups split in 1979 due to ideological and political differences.

RAEU is notorious for having close ties with the government. One of RAEU's founders and former secretary general, Jean Ballargeon became a press attaché at the Ministry of Education in the fall of 1984.

According to Peter Wheeland, VP Communications of CUSA (Concordia University Students Association) "Most of them (RAEU executives) are overly preoccupied with how they appear to the government, rather than how they appear with respect to student rights."

"They are student politicians in a transition stage," he said.

For the past four years, RAEU executives have been receiving \$6,000 individual bursaries for every 10,000 students represented by the organization.

When faced with such issues as the prospect of tuition fee doubling, rather

The Association nationale des étudiants de Québec (ANEQ) held a conference on the weekend of February 14th entitled *The future of universities*. The conference dealt with a variety of subject matter, the three main themes being quality, accessibility, and vocation. There was a speech on each theme, followed by workshops which ideas were exchanged. The articles on these pages deal with material and concerns raised at the conference.

Wheeland, along with several McGill professors, described their tenure proposition as "preposterous."

RAEU was, however, the first group to discover and respond to proposals that cut Québec campus employment centres by 30 per cent. On the other hand, instead of fighting the budget cuts, they proposed a complete restructuring of the campus employment centres.

ANEQ

Since its founding, ANEQ has had close links to Trotskyists and the Communist Party of Canada (Marxist-Leninist) which has both alienated students and weakened the student movement.

However, according to Wheeland, a former member of the ANEQ central council, ANEQ is improving. "They are showing more fiscal responsibility. They have monthly financial statements, and better budgeting," he said.

One of the problems, according to Wheeland, is that all proposals are put forward by the ANEQ central council, rather than by student delegates.

Over the past years there have been bitter divisions in ANEQ, not over actual policy, but over its implementation. Wheeland feels that in the interim, emphasis should be placed on researching and using channels that might influence the government.

ANEQ is the only major student organization (the only one of three) to consistently refuse the \$6,000 individual bursaries. They have refused saying that it is unjustifiable to accept so much money while funds are supposedly scarce for social welfare programmes in Québec.

Divide and Conquer

Ever since RAEU left ANEQ in 1979, Québec's universities have been pulling in and out of both organizations. One year, one organization will be stronger than the other, and the next year, the situation reverses.

This year, Concordia students will vote on whether to pull out of ANEQ. If the referendum passes, the organization could be severely crippled. For a while, there were rumblings that the Université de Montréal intended to pull out of RAEU, but the motion to do so was soundly defeated.

If McGill were to join RAEU, then that organization (with an added revenue of a dollar per student per semester) would be considerably strengthened. A move by McGill towards joining RAEU would involve a campus wide referendum.

With a divided student movement such as we have in Québec, we are ill-equipped to fight such issues as pending tuition fee increases.

If there is no dialogue between the various student groups, it will be nearly impossible to preserve the tuition fee freeze, have a proper loan and bursary system, or abolish the differential fees for international students.

And with RAEU currently claiming ANEQ no longer exists, there is little chance of cooperation.

by Joe Heath

The current crisis in university funding is raising many serious doubts about the academic orientation of Québec universities. Increasingly, universities are turning to private companies and research grants to compensate for cutbacks. Although the provincial government is encouraging this, it may be detrimental to the overall quality of education.

According to the Financial Report to Senate dated January 22, 1986, "The most striking point... is the substantial increase in research as a proportion of the entire university budget. Research now accounts for over one quarter of the total income and expenditure, having risen from 19.5 per cent to 28.6 per cent in five years."

McGill University, finding itself unable to gather sufficient funding from the provincial government, is being forced to turn to private companies for research contracts.

Pierre MacDonald, the present Québec Liberal Minister of Commerce and Economic Development, recently said, "In some respects, Québec universities represent the best possible reservoir of grey matter. Surely (they are) well used on the teaching level, but not used at the fullest when it comes to their relations with industry, commerce, privately applied research centers, etc."

The provincial government is clearly interested in developing the areas of university study which cater to specific job markets. The most obvious example of this is the enshrinement of 'priority' and 'non-priority' sectors in student subsidization.

The provincial government has divided the areas of study into eleven categories: Dentistry, Paramedical, Pure Science (i.e. physics), Applied Science (i.e. engineering), Social Science, Education, Management, Fine arts, 'Lettres' (i.e. english and french literature), Law and Medicine.

The government used to subsidize 75 per cent of all students' tuitions. If it

Universities turn

cost \$10,000 to educate a student, the government paid \$7500.

In 1983, however, the government decided students in 'priority' sectors would be subsidized 100 per cent, while the 'non-priority' students would remain at 75 per cent.

The priority sectors were established as the undergraduate, masters and PhD levels of Pure Science, Applied Science, and Management. Social Science and Law were defined as priority, but not at the undergraduate level.

The following year, priority sector funding was dropped to 70 per cent, and non-priority to 50 per cent.

This system is obviously damaging to non-priority sectors, and it shows. According to the Finance Report to Senate, while the Faculty of Arts' budget was cut 15.7 per cent over the last five years, and Education 24.9 per cent, the priority sectors of Engineering and Management were only cut 7.1 and 4.8 per cent respectively.

Professor Gallan, chair of the Electrical Engineering undergraduate programme, when told about the priority sectors, replied "I'm not aware of that... I'd be surprised if that were true." Several other professors interviewed by *The Daily* in both priority and non-priority sectors were unaware of the funding structure.

The government is clearly pressuring universities to develop certain sectors. According to Judy Schwartz of the University Planning Office at McGill, the government is currently overhauling the sector system. No details are available, but next year's budget will be based on the new system.

There is little hope of equalisation, as Education Minister Claude Ryan declared in October that "Each institution will be able to engage in pursuits of excellence in some sectors."

The provincial government is asserting itself by directly interfering with the internal distribution of university funds. Furthermore, through chronic underfunding, it is forcing universities to function as commercial laboratories.

Professors are increasingly pressured to take on research contracts and grants in order to bring more money into their department. This affects education at all levels.

Professor David Jeffery, of the

Faculty of Management told *The Daily* that the emphasis on research, while willing to put the in can only come become more rean

"From the user you expect the time into course rely on the inter research," he said.

"If a professor motion, he put research," Jeffery

Professor Gallan, "The more research off the undergrad them more excg

He stressed that had to be reac spent on course spent in the la professors who grants are given duties."

McGill recently center, an area of interest. Profes



involved with the the effect of graduate stu substantially be equipment; m people."

For undergrad effects, "essenti subtle. They we the programme the presence o more people."

Zucker added pressured to tal status is "solely ty, and to a less of their research can teach is fre He was not

Quality drops as

Ian Brodie

The quality of education in Québec's universities has fallen dramatically in the last five years and is in danger of falling even more in the near future as governments look for convenient ways to cut their deficits, according to participants in last weekend's ANEQ conference at Concordia University.

Fifty student representatives from around Québec heard an exposé on the quality of education and then discussed the quality of teaching and other areas of education which are affected by cuts to university funding.

In his presentation on the quality of education, Jean-Marie Vézina of Sherbrooke University spoke of the effects that the severe budget cuts and freezes of the past five years have had both on a

professor's ability to convey knowledge to students and on the many other academic services which are necessary for a quality education.

In 1976-77, Québec had one university teacher for every 15 students. By 1984-85, the number had grown to 18.7, the highest in Canada and an increase of 20 per cent.

In one year at Concordia, more than 300 courses disappeared due to a lack of staff.

This year, at Memorial University in Newfoundland, 1000 students were denied registration in a required chemistry course because of a lack of teaching resources.

"How are we to increase the quality of education with a constraint budget?" said Paul Muller, a former RAEU political attaché. "Governments are being elected

on platforms o and if we try to universities and to lose," he ad

"The govern has a responsib the secondary only) partial res Lafleur, who Association of S

According to communication Students' Assoc to cut salary ex account for university's bu agreements m salaries, Whee positions must

Positions ar when a retiring

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than fight the issue head on, RAEU consistently comes up with alternatives which more often than not, find favor with the government.

The most recent of these is their proposal to abolish life-tenure for professors which would be replaced with five year contracts, renewable on the basis of student evaluations. It is unclear how this will solve the problem of university funding or tuition fee doubling.

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continued from page 3

unemployed (28 percent were unemployed in Newfoundland) and many students could not return to school or had to take out loans.

Donaldson cited the situation in British Columbia as an example of the setbacks that education can suffer as a result of funding cuts.

William Bennett's Social Credit government has been rolling back the budgets for the three B.C. universities by five per cent for the last three years.

As well, the B.C. bursary programme for low income students was changed into a loan programme.

Another example that Donaldson gave was the situation in Nova Scotia. There, a Royal Commission recently made numerous recommendations which could seriously affect the accessibility of post secondary education.

The Royal Commission's proposals centre around the idea that "students are the sole beneficiaries of their education and therefore should pay for it."

It suggests that those students in programmes which require laboratory equipment should pay more.

The Commission also recommends that differential fees be implemented for students coming from other areas of Canada.

According to Donaldson, the CFS is worried that what is happening in Nova Scotia could spread to other provinces as well.

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Le manque de fonds en sciences humaines et sociales

Marie-Nathalie Le Blanc

deux autres conseils de recherche; il est de 2,2%, tandis que celui du CRMC est de 14,5% et celui du CRSNGC est de 18,2%. Cette situation est le résultat d'un certain nombre de facteurs cumulatifs.

Les gouvernements, fédéral et provinciaux ne reconnaissent pas la valeur des sciences humaines et sociales. Ceci est dû, en partie, à la nature de la recherche. Les recherches en sciences humaines et sociales ne sont pas assez appliquées. Elles ne présentent pas de solution à court terme comme l'espéreraient les gouvernements.

Et les chercheurs, étant très souvent critiques, font figure de prophètes de malheur. Cette attitude accentue les relations antagonistes entre les chercheurs et les détenteurs du pouvoir. Pour sa part le gouvernement a fait le choix politique de mettre l'accent sur le développement des sciences naturelles et la technologie.

D'un autre côté, M. MacLachlan (vice-doyen de la recherche à McGill) explique que les enseignants et les étudiants en sciences humaines et sociales ne constituent pas un groupe de pression efficace et uni. Ils ne parviennent pas à soutenir devant les gouvernements des arguments pouvant les convaincre de l'importance de la recherche en sciences humaines et sociales. Ils n'arrivent pas à s'entendre sur l'ordre des priorités de recherche.

Ces faiblesses sont dommageables à la société et aux milieux universitaires. Les sciences humaines et sociales devraient étudier tout d'abord les problèmes sociaux et les politiques sociales. Elles devraient adopter un rôle d'appui au processus de planification, d'élaboration et d'évaluation des programmes et politiques publiques.

Toutefois M. MacLachlan fait remarquer que sans appui financier à la recherche en sciences humaines et sociales, le développement de la société canadienne est menacé. Les étudiants de ces domaines ne peuvent être adéquatement formés et par conséquent, ils ne peuvent occuper des postes de responsabilité dans la planification et l'évaluation des politiques et des programmes publiques.

Cette situation affecte aussi les enseignants. Selon M. MacLachlan, les enseignants du niveau universitaire, en sciences humaines et sociales, éligibles à des fonds de recherche, sont limités dans leur travail, puisque ces fonds ne sont pas disponibles.

De plus, Sebastian Saba (vice-président de l'Association des étudiants de 2ème et 3ème cycles) soutient que cette situation affecte



les étudiants de 2ème et 3ème cycles de ces domaines. Ils prennent plus de temps à compléter leurs études en raison de leur situa-

tion financière instable. Pour leur part, les étudiants de 1er cycle hésitent à s'orienter vers des études supérieures dans ces domaines; ils

sont conscients du manque de bourses et de subventions de recherche. Ces conditions entraînent la stagnation des études de 2ème et 3ème cycles en sciences humaines et sociales. Et par le même fait le marché du travail manque de travailleurs spécialisés.

Présentement, les universités canadiennes disposent d'un niveau élevé d'expertises en recherche et d'un grand nombre de chercheurs. Mais sans un appui financier considérable, elles perdent du terrain face aux entreprises privées qui développent de plus en plus la recherche appliquée en sciences humaines et sociales.

Le sous-financement en sciences humaines et sociales exige, comme le souligne le Conseil des sciences du Canada, des actions concertées et des corrections immédiates du système actuel de financement de la recherche et des études supérieures en sciences humaines et sociales

Report omits concerns

Ottawa (CUP)

The Secretary of State tabled a happy 100-page report on post-secondary education (PSE) in the House of Commons this month which says nothing about funding problems faced by the country's 70 degree granting institutions.

The report, prepared by Secretary of State Benoit Bouchard, is the first annual report to Parliament on federal-provincial spending on PSE.

According to Richard Bellaire,

researcher for the Canadian Association of University Teachers (CAUT) the report is heavy on data and light on ideas.

"It puts in all the data that's required by the law, but just presenting a lot of data and letting it sit there doesn't do much."

Howard McCurdy, NDP Critic for PSE agreed, saying in a press release that the report "Provides a neat compilation of Statistics Canada information, but is devoid of analysis on the critical state of our universities."

McCurdy said the report leaves

out a number of issues relating to PSE, including rising tuition fees, differential fees for international students, cuts in library acquisition budgets, and outdated lab equipment.

The report gives only the dates and topics discussed at four meetings between the secretary of state and the Council of Ministers of Education. It leaves out the findings of the meetings and makes no mention of how the two levels of government can achieve the national purposes to be served by PSE.

...Foreign students

continued from page 5

funds are so high, and even though his father can afford it, a lot of people from Kenya might find it prohibitive."

The McGill External Affairs Committee, in its *Policy Resolutions*, outlines several objectives for helping international students. The report states "Tuition fees should be abolished for students coming from developing countries. For students from developed countries, fees should vary according to the fees charged Canadian students studying in that particular country." It also recommends that international students should be able to apply for all special bursaries.

Speaking on the differential fees, Chemistry graduate student Mangala Krishnan from India, said, "It is unfair. But when there is no commitment from foreign students, or an obligation to an employer here, and as long as students are told in advance, then the differential fee is justified."

"Some departments have a policy of supporting every student possible. This was the case for me. I got no money from the Indian government, and I came here on the condition that McGill would give me financial assistance," he said.

Carlene Gardner is in the faculty of Arts at McGill, and is

originally from the U.S. Gardner agrees that students from the U.S. have an advantage over people from poorer countries where, in comparison, the choice of educational institutions is very limited.

"It's still cheaper than American schools. McGill has a reputation in the States, at least amongst the Ivy-league schools. The only thing is that if your parents are not supporting you, you aren't eligible for loans and bursaries. In that sense it limits it to the Americans that can afford it. But that's true of all American colleges."

"That is the mentality behind 'higher education' in most states," she said.

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En 1981-82, Statistique Canada évaluait le nombre d'enseignants en sciences humaines et sociales aptes à obtenir des subventions à 18 646; en sciences naturelles et en médecine ce nombre s'élevait à 14 391. Cette année-là, le CRSHC distribuait \$10 922 millions, et CRSNGC et CRMC, combinés, disposaient de \$240 952 millions.

M. Gick, du bureau des subventions de recherche de McGill, soutient qu'à McGill cette inégalité se répète. En 1984-85, CRSHC allouait \$1,7 millions à McGill, alors que pour leur part le CRMC et le CRSNGC accordaient respectivement \$23,4 millions et \$19,4 millions en subventions à McGill. Les recherches de sciences humaines et sociales recevaient 10 fois moins de fonds que les sciences naturelles et la médecine, mais les étudiants de sciences humaines et sociales comptaient pour environ 50% de la population étudiante de McGill.

De plus, M. Gick explique que cette faible proportion de subventions attribuées aux sciences humaines et sociales n'augmente guère. Le taux moyen de croissance annuel des fonds du CRSHC est plus bas que celui des



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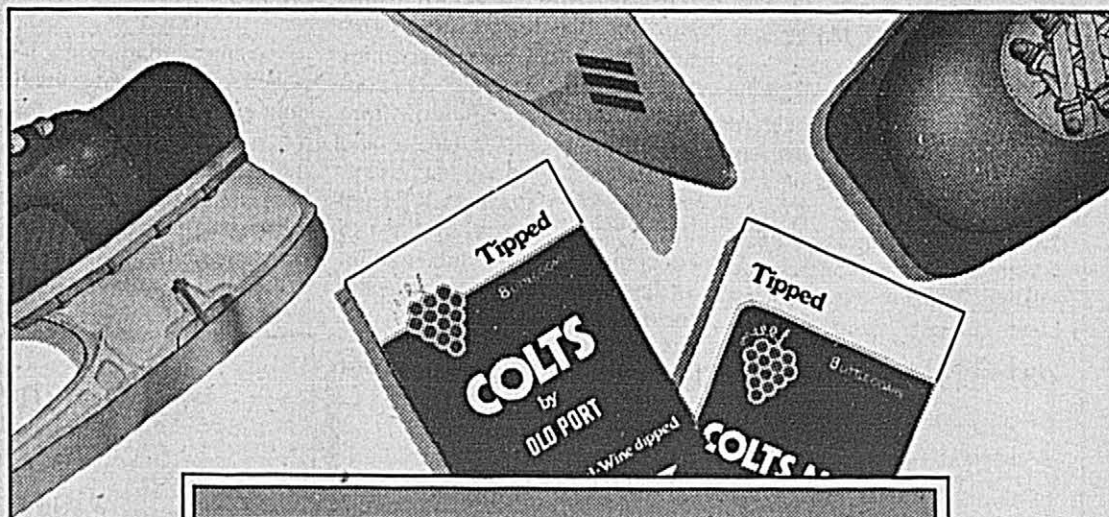


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Flute and recorder lessons, cours de flûte traversière et flûte à bec. Theory and rhythm for beginners or advanced. Call 388-5164.

Russian Lessons and Hebrew as well at reasonable prices. Serious applicants only apply in writing. Paula Israelowicz, 1355

Dorchester W. Montreal H3G 1T3.

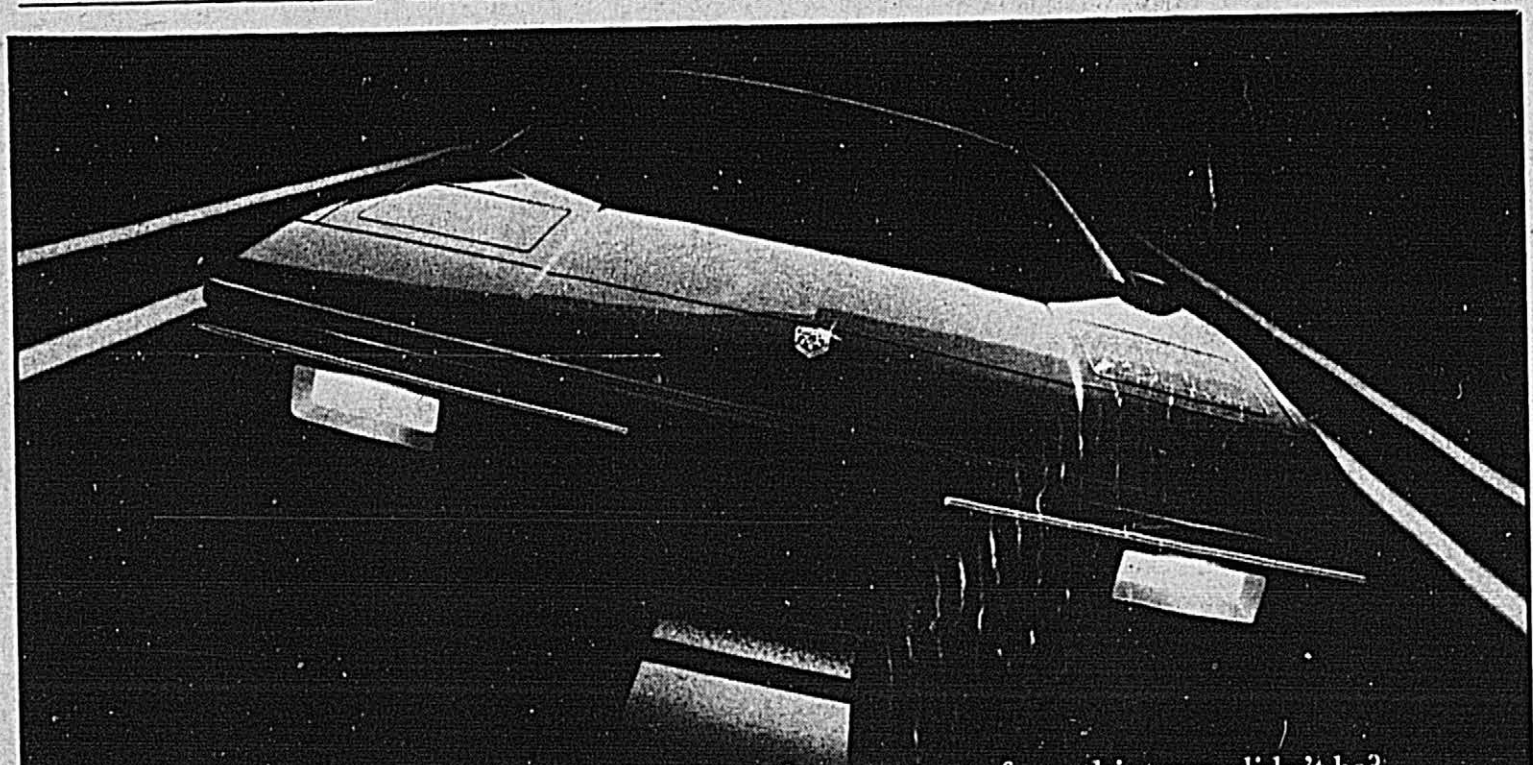
385 — NOTICES

We are looking for companions for 3 spectacular trips this spring. 3 weeks each. Extremely reasonable rates. Himalayas Nepal in April. Kashmir and Ladakh in May and Kenya Safari in June. Slide presentation on Monday Feb. 24 at 7:30 p.m. at the Loyola Campus Faculty club Room AD307. Call Peter at 731-6434.

Spectrum! Don't miss this 3-screen, 9-projector, multi-image experience with music by Bruce Cockburn, Eurythmics, Police, Thompson Twins, and more. Friday, Feb. 28, 8:00 p.m. in Leacock 132.

387 — VOLUNTEERS

The Yellow Door Elderly Project urgently needs volunteers to visit isolated elderly or help with their appointments. Rewarding Opportunity to learn from experienced staff. 392-6742.



Your father did say he expected some performance out of you this term, didn't he?

You've always depended on Long Distance to put you in touch with those not-so-near but dear to you. Now, calling Long Distance could put you in touch with a new 1986 Fiero Sport Coupe, in Telecom Canada's national "Student Long Distance Contest." Two students, Lise Bossé of Laval University and Garth Sam of University of Toronto, have already won Fieros. And two more students will talk themselves into a brand new, mid-

engine Pontiac Fiero Sport Coupe this spring. Here's how. Make 3 Long Distance calls, record the numbers you called on one of our entry forms, send it along and you're in business. Each additional set of three calls makes you eligible to enter again. But hurry, the last draw will be held on March 12, 1986. It may not be the kind of performance Dad had in mind, but then he didn't really specify did he?

TALK YOURSELF INTO A FIERY FIERO.

Final draw date: March 12, 1986.

Please enter me in the Student Long Distance Contest.

Make 3 Long Distance calls, enter the numbers you called on this entry form, send it along and you could be one of two fortunate students to win a fiery Pontiac Fiero. Each additional set of 3 calls makes you eligible to enter again. So go ahead, talk yourself into a fiery Fiero.

	Area code	Number called	Date called
1			
2			
3			

Name _____

Address _____ Apt. _____

City _____ Prov. _____

Postal code _____ Telephone No. _____
(Where you can be reached)

College or Univ. attending _____

I have read the contest rules and agree to abide by them.

Signature _____

Rules and Regulations: 1. To enter, print your name, address and telephone number on an official Telecom Canada entry form or on an 8 cm x 12 cm (3" x 5") piece of paper, as well as the telephone numbers (including area codes) and dates of three (3) Long Distance calls* completed between August 16, 1985 and February 12, 1986. Each group of three (3) Long Distance calls may be entered only once OR, provide a handwritten description, in not less than 25 words, explaining why you would like to make a Long Distance call. Only original hand written copies will be accepted and those mechanically reproduced will be disqualified.

*Mail to: Student Long Distance Contest, P.O. Box 1481, Station A, Toronto, Ontario M5W 2E8

*Calls to any point outside the entrant's local rate calling area.

2. Enter as often as you can, but each entry must be mailed in a separate envelope, bear sufficient postage, and be postmarked no later than February 26, 1986, the contest closing date. The sponsors do not assume any responsibility for lost, delayed or misdirected entries. Only entries received prior to the draw dates will be eligible for contest participation.

3. There will be a total of four (4) prizes awarded nationally (see Rule #4 for prize distribution). Each prize will consist of a 1986 Pontiac Fiero Sport Coupe with all standard equipment plus the following options: AM/FM Stereo Radio and aluminum cast wheels. Approximate retail value of each prize is \$13,000.00. Local and provincial taxes as applicable, are included as part of the prize at no cost to the winner. Vehicle insurance, registration, license, and any applicable income tax, will be the responsibility of each winner. Each vehicle will be delivered to the GM Pontiac dealer nearest the winner's residence in Canada. The prize will be awarded to the person whose name appears on the entry, limit of one prize per person. All prizes must be accepted as awarded, with no cash substitutions. Prizes will be awarded to each winner by Telecom Canada. Prizes awarded may not be exactly as illustrated.

4. Random selections will be made from all eligible entries submitted, at approximately 2:00 PM E.S.T. November 27, 1985 and March 12, 1986 in Toronto, Ontario, by the independent contest organization. Prizes will be awarded as follows: Two (2) Fiero Sport Coupes will be awarded from all entries postmarked no later than midnight, November 13, 1985, and two (2) Fiero Sport Coupes will be awarded from all entries postmarked no later than midnight, February 26, 1986. Eligible entries other than the two winners of the November 27 draw will automatically be entered in the final draw March 12, 1986. Chances of being selected are dependent upon the total number of entries received as of each draw. Selected entrants, in order to win, must qualify according to the rules and will be required to correctly answer unaided, a time-limited, arithmetic, skill-testing question during a pre-arranged telephone interview. All decisions of the contest organization are final. By accepting a prize, winners agree to the use of their name, address and photograph for resulting publicity in connection with this contest. Winners will also be required to sign an affidavit certifying their compliance with the contest rules. To receive a list of winners, send a postage-paid, self-addressed envelope within three (3) months of the final contest close date, February 26, 1986 to: Student Contest Winners, Telecom Canada, 419 Laurier Avenue W., Room 960, Box 2418, Station "D", Ottawa, Ontario, K1P 6H5.

5. This contest is open only to students who have reached the age of majority in the province in which they reside and who are registered full-time at any accredited Canadian University, College or Post-Secondary Institution, except employees and members of their immediate families (mother, father, sisters, brothers, spouse and children) of Telecom Canada, its member companies and their affiliates, their advertising and promotional agencies and the independent contest organization. No correspondence will be entered into except with selected entrants.

6. Quebec Residents. Any dispute or claim by Quebec residents relating to the conduct of this contest and the awarding of prizes may be submitted to the Régie des loteries et courses du Québec. This contest is subject to all Federal, Provincial and Municipal laws.

Bell

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